Project Highlights
Eighth Edition
1982-83

Planning Services

Alberta
EDUCATION

PROJECT HIGHLIGHTS EIGHTH EDITION

1982 - 83

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FOREWORD

This is the eighth edition of Project Highlights published by the Planning Services Branch. Its primary purpose is to provide a guide to the operation of the Branch and to report in capsule form on a selection of projects completed through contract with or by the Branch over a one-year period (July 1, 1982 to June 30, 1983).

The first edition of Annual Research Highlights contains abstracts of selected studies completed from the time the Branch was first organized in 1974 to the end of June, 1976. The second, third, fourth, fifth, sixth and seventh editions contain abstracts of studies completed between July 1 and the following June 30 in 1976-77, 1977-78, 1978-79, 1979-80, 1980-81, and 1981-82 respectively. These publications provide information about a selection of research studies which were undertaken by classroom practitioners, school systems, and educational organizations and which relate directly to some aspect of basic education (ECS to Grade 12) in Alberta since the Branch's inception.

Wesley P. Eddy

THE PLANNING SERVICES BRANCH

Branch Organization

The Planning Services Branch provides information to planning and policy-makers within Alberta Education to assist in making realistic decisions about educational directions and programs.

Project Fund

Many of the projects undertaken by the Branch were initiated by school jurisdictions. The Planning Services Branch may provide grants to school jurisdictions in support of local projects which have been approved by Alberta Education. School board projects should focus on increased benefits, utility, and effectiveness of current priorities of Alberta Education. The funding of local projects is but one of several means through which Alberta Education enhances the provision of educational services provided by local school systems for students from Early Childhood Services through Grade 12.

Types of Projects

Although the specific priorities will change from year to year, all projects supported by the Planning Services Branch through the Projects Fund will focus on one of the following:

(1) **evaluations** of programs, students, teachers, systems and facilities.

(2) **governance** in terms of local regulations and authority/responsibility limits and structures.

(3) **information development** for program or fiscal planning, establishing local priorities, developing and reporting standards.

(4) **planning** with reference to the improvement of resource utilization and the planning of program development, delivery, and local provincial goal achievement.

(5) **policy** with reference to identifying and reviewing local policies in light of provincial policies and legislation.

Regardless of the type of project undertaken the project must assist in improving the local provision of education to students.

Priorities for Projects

During the spring of each year the Director of the Planning Services Branch will notify Alberta school systems of topic areas which will receive priority consideration for project funding. A statement of the current priorities is available from the:

Director, Planning Services Branch
Alberta Education
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

1982-83 RESEARCH PROJECTS

INTRODUCTION

A majority of the following projects were initiated in response to the needs of decision-makers who must resolve educational problems and/or concerns. They were brought to the attention of the Planning Services Branch by school boards, other branches of Alberta Education and other educational organizations. The Branch continued to give priority to studies proposed by the practitioner to improve service to the child in the classroom and lead to results that are potentially applicable to all classrooms in the province.

The reader will note that each summary contains information about the distribution of copies of the study. The best procedure to obtain a copy of a study would be to contact a school in your area, or association libraries such as the Alberta Teachers' Association, the Alberta School Trustees' Association or Regional Offices of Education. Copies are also available, in most cases, on microfiche from the ERIC document service or Micromedia. The Planning Services Branch also has a limited number of copies of some of the project reports, which are available as long as supplies last.

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ADOLESCENT GIRLS' PARTICIPATION IN PHYSICAL ACTIVITY

Purposes

The purposes of this study were to determine if the extent and type of adolescent girls' participation in physical activity changed with age and to determine what variables were most related to physical activity participation as the girls matured.

Design

Thirteen schools were chosen from the Edmonton Catholic School District using a random number table. All the grade six girls enrolled in these schools were asked to complete questionnaires in May of 1978 and for each of the next four years. Attrition was due to moving from Edmonton, withdrawing from school or being absent on the testing days. Of the original 207 girls in grade six, 140 responded four years later in grade ten.

Physical activity participation was measured by means of six variables:

(1) number of interschool teams;
(2) number of intramural activities;
(3) number of community-organized activities;
(4) average hours per day spent in physical activity;
(5) total number of activities; and
(6) frequency of participation in four favorite activities.

Variables related to participation were personal attributes, socialization agents and socialization situations.

Findings

(1) Overall, participation in physical activity declined as the girls matured from grades six to ten.

(2) Participation in interschool teams and intramural activities dropped off abruptly in grade ten.

(3) Several related variables also changed as the girls moved from elementary to senior high school.

(4) Variables such as espression of confidence in their movement and themselves distinguished participants from non-participants on interschool teams.

(5) There were no related variable differences between above-and-below average participants in intramural activities.

(6) Socialization variables and socio-economic status separated participants and non-participants in community organized activities.

Recommendations

(1) Girls must be encouraged to remain active in physical activity throughout adolescence and adulthood.

(2) Every effort should be made to ensure that intramural and interschool programs are available to all girls who desire them.

(3) The number of competitive activities must be decreased with age and the number of cathartic activities increased.

(4) The image of the female athlete participant must be enhanced.

(5) Others, especially parents, must be made to recognize the importance of girls' lifelong participation in activity and must be encouraged to support girls in their activities throughout senior high school.

(6) Recreational and community programers should strive to provide low-cost programs that would be feasible for girls from lower socio-economic backgrounds.

(7) Physical education programs should strive to enhance girls' movement satisfaction by such means as improving sport skill and personal fitness levels.

Bibliographic Information

Janice Butcher and M. Ann Hall, Adolescent Girls' Participation in Physical Activity, Alberta Education, February, 1983, 21 pages.

Distribution

Copies of the report were distributed to all Alberta schools, Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia.

COMMUNITY SCHOOLS IN ALBERTA

Purpose

The purpose of this study was to compare Designated Community Schools (D.C.S.'s) to non-designated schools on ten characteristics of community school as defined in the Alberta Community School Programme Position.

Design

Fifteen Designated Community Schools (D.C.S.'s) which had operated for at least three years were selected and matched for grade level, size and location with fifteen schools not designated as community schools. In each school, survey questionnaires were addressed to each principal, community school coordinator, twenty percent of the teachers, ten community members-at-large, five agency representatives and twenty students in the highest grade in the school. On-site visitation was carried out and structured interviews were conducted with the principal, community school coordinator, five teachers, ten students, five parents, five community members-at-large and two agency representatives in each of four of the D.C.S.'s and four matched non-designated schools.

Findings

(1) Designated Community Schools demonstrated more conscious orientation to the community than the other schools.

(2) Ten characteristics of community schools appeared to be developed in D.C.S.'s to a greater degree than in other schools, particularly in regard to the use of human and physical resources, involvement of parents in curriculum advice, programs for people of all ages, interagency cooperation, community use and importance given to community-related activities.

(3) Provision of leadership positions and financial support for D.C.S.'s may have accounted for the more substantive development of community-related dimensions included in the definition of a community school.

(4) Broad-based participation in school-related decision making requires clarification.

(5) Parental and community involvement is more extensive in elementary schools (which tended to be smaller) than in secondary schools.

(6) D.C.S.'s which had begun operating recently seemed more enthusiastic about community involvement and community-related activities than did the older D.C.S.'s.

Recommendations

(1) The definition of a community school and its role in the community should be more widely communicated to interested lay and professional publics in Alberta.

(2) Training programs for leadership positions in community schools and in community education should be established in Alberta.

(3) A clearer definition of community-related curriculum should be developed.

(4) Development of volunteerism should be given more attention in D.C.S.'s.

(5) The role and nature of school-based decision making should be more substantially defined.

(6) A summative evaluation of the Alberta Community School Programme Position should be made in approximately five years.

Bibliographic Information

Walter A. Lazaruk, A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta: Executive Summary, Alberta Education, August, 1982, 66 pages.

Walter A. Lazaruk, A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta: A Synopsis, Alberta Education, December, 1982, 22 pages.

Distribution

Copies of the summary report were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia. In addition, copies of the synopsis were sent to all Alberta schools and school system secretary-treasurers.

COURSEWARE IN SPECIAL EDUCATION

Purposes

The purposes of this study were to identify the specialized needs of handicapped students as those needs relate to using computer assisted instruction, and to catalogue information sources, suppliers and courseware vendors directly relevant to those needs.

Design

Information was gathered by an exhaustive survey approach through interviews, site visits and a mail-out questionnaire. The resultant information was catalogued in report and diskette form.

Findings and Conclusions

Courseware for the physically handicapped is well developed and advancing with a proliferation of approaches. Courseware for the developmentally handicapped is not as advanced. There are 328 courseware packages listed.

Recommendation

The establishment of a central location of evaluation and information dissemination with a stable computer hardware configuration for testing or demonstration is recommended. This microcomputer based system should provide an electronic bulletin board information exchange for all special educators, especially rural ones, and other interested individuals. Courseware expansion in the developmentally handicapped area is recommended with the possiblity of this being done within Alberta. Maintenance of the existing courseware catalogue produced in this study is recommended.

Bibliographic Information

John J. Willson, Courseware in Special Education Study, Alberta Edcuation, May, 1983, 210 pages.

Distribution

Copies of the report were distributed to all Alberta schools, Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to provincial ministries of education, to the ERIC Document Service and Micromedia.

EDUCATING GIFTED AND TALENTED PUPILS IN ALBERTA

Purpose

This is the report of a task force formed to define gifted and talented pupils, examine and evaluate related programs and services in Alberta and elsewhere and determine the most effective ways of serving the needs of these pupils.

Design

The Task Force on Gifted and Talented Pupils made a public call for oral and written submissions. Other information was obtained through a review of the research literature and the combined knowledge and experience of Task Force members.

Findings

While gifted students are adequately recognized and cared for in some Alberta jurisdictions, provisions in other jurisdictions are inadequate. The literature review led to the conclusion that no single teaching approach was superior for the gifted.

Recommendations

The report defines gifted as students capable of exceptional performance in one or more of general intellectual ability, specific academic aptitude, creative or productive thinking and/or visual and performing arts. Three to five percent of the general school population should be considered a guideline for the proportion of children who would be considered gifted.

Recommendations of the report include the following:

(1) Alberta Education should identify or develop screening and assessment tools for identification of gifted and talented pupils and, where feasible, make these available to school jurisdictions.

(2) Screening should occur periodically throughout the child's school years, beginning by at least grade two, and based on several sources of information.

(3) All school jurisdictions should be responsible for providing special programming, including designation of a staff member responsible for coordination and communication of information regarding education of gifted children.

(4) Alberta Education should identify and/or develop a variety of models for educational programs and support services.

(5) All prospective teachers should take at least one course on exceptional children, including gifted children.

(6) In-service programs on gifted children should be provided for teachers.

(7) Specialized training on gifted and talented children should be available through graduate programs in education.

(8) Flexibility is required in guidelines for access to learning experiences outside of the school.

(9) Legislation and funding sources to carry out the recommendations are described in the report.

(10) Alberta Education should establish a control clearinghouse and regional resource centres as a source of information on the gifted.

Bibliographic Information

Minister's Task Force on Gifted and Talented Pupils, Educating Gifted and Talented Pupils in Alberta, Alberta Education, March, 1983, 64 pages.

Minister's Task Force on Gifted and Talented Pupils, Educating Gifted and Talented Pupils in Alberta: Summary, Alberta Education, March, 1983, 20 pages.

Distribution

Copies of both reports were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia. In addition, copies of the summary were distributed to all Alberta schools, school board chairmen, MLA's, to those who submitted briefs and to the Alberta chapters of the Association for Bright Children.

EDUCATING THE GIFTED

Purpose

The purpose of this study was to provide: a reference document for the Medicine Hat School District and other districts planning on operating special education programs for gifted children; descriptions of selected operating programs; and a synthesis of generalizations and implications related to all aspects of education programs for gifted students.

Design

Information for the study was provided by: visits to state and provincial offices of education, school systems and schools providing education for gifted children in Canada and the United States; a review of the literature; attendance at conferences and workshops; and a questionnaire survey of the school systems in Alberta.

Findings and Conclusions

(1) The concept of giftedness is evolving so as to incorporate high aptitude and abilities in addition to intellect. There is a growing trend to view such attributes as developmental in nature and thus educable.

(2) An assessment should be made of the adequacy of current provisions in Alberta for artistically gifted students. There should be an exploration of the concept of "centres" where students could receive professional assistance in short, long and medium-term workshops or courses.

(3) Identification of gifted children is difficult because the term "gifted" has no universally accepted definition and because of weaknesses in the measures used. Identification tends to emphasize academic ability. Effective identification requires early and continuous search, frequent re-evaluation, multiple means for identification and involvement of experts. Gifted children require a qualitatively differentiated criteria with special attention paid to the upper levels of the congitive domain. The higher level needs of the gifted appear earlier and more insistently.

(4) Theories regarding cortical and hemispheric aspects of brain functioning are increasingly influencing the curriculum.

(5) In-service training for curriculum building is required. Teacher selection is considered an important component, but the precise qualifications required are not agreed upon.

(6) Essential administrative aspects are impetus, adequacy and a balanced and active partnership of political and executive arms.

(7) Evaluation of programs for the gifted are often neglected or added as an afterthought. Student evaluation has tended to be more systematic than program evaluation which has tended to be a survey of attitudes.

Recommendations

(1) There should be policies to provide a source of funds to begin, maintain and evaluate programs for the gifted.

(2) Each school jurisdiction should have a working definition of giftedness.

(3) The identification process needs to identify both the gifted and the potentially gifted.

(4) School systems operating programs for the gifted should plan for adequate resource development including support staff, lead time for planning, organizing, and communicating to parents.

(5) Longitudinal studies extending into career development are required to evaluate the long-term effectiveness of programs for the gifted.

(6) Program evaluations should be built into designs of gifted education programs.

(7) Parental support should be actively solicited in the identification of the gifted.

(8) Teacher and parent in-service should be built into programs for the gifted.

(9) There should be "centres" established for children who are gifted in the performing arts.

Bibliographic Information

Melvin T. Sillito and Warren D. Wilde, Educating the Gifted, Alberta Education, February, 1983, 280 pages.

Melvin T. Sillito and Warren D. Wilde, Educating the Gifted: Summary Report, Alberta Education, February, 1983, 38 pages.

Distribution

Copies of both reports were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, and faculties of education in Canada, to the ERIC Document Service and Micromedia. In addition copies of the summary report were distributed to all Alberta schools, school board chairmen and MLA's.

EDUCATION NORTH EVALUATION PROJECT

Purposes

The primary purpose of this study was to provide an external evaluation of Education North, which was a project designed to improve educational services in northern Alberta communities through increased community participation. Other purposes for the present study included the provision of consultation regarding project evaluation to local Education North societies and the preparation of a handbook for northern teachers.

Design

The evaluation employed a case study approach examining several Education North societies. Data was gathered from Education North files and the minutes of meetings, interviews with Education North officials, and questionnaires administered to teachers and project staff in the region.

Conclusions

The authors reported effective implementation of the Education North strategy in some of the communities studied. Success appeared to be associated with: effective management of financial resources; a supportive, non-domineering relationship between Education North societies and school systems; a strong, positive relationship between the local Education North coordinators and the local school boards; support from community volunteers; variation of the Education North strategy to meet local needs; and adoption of an "opportunity approach", rather than a problems approach. Where implementation was effective, the authors reported improved school-community relations. Parents in these communities reported increased satisfaction with their ability to influence schooling decisions. Teachers in these communities reported higher satisfaction with absenteeism, behaviour and punctuality than in 1980. The authors concluded that it is feasible to fund a program with objectives and parameters similar to those of Education North, but noted that a two or three year development period may have been too short to meet the objectives of Education North.

Recommendations

If a community has low readiness for citizen participation in educational programming, then a narrow project focus is recommended, with considerable external monitoring and close association with the school system. If a community has a greater degree of readiness, then a broad program focus is recommended, with minimal external intervention and greater independence from the school and school system. Readiness was defined as a function of: the ability to set high but attainable goals; the willingness and ability to assume responsibility; and, educational skill and expertise.

Bibliographic Information

E. J. Ingram and R. G. McIntosh, The Education North Evaluation Project: Final Report, Alberta Education, February, 1983, 272 pages.

E. J. Ingram and R. G. McIntosh, Building School Community Relationships in Northern Communities - A Sourcebook of Policy Alternatives and Recommendations, Alberta Education, March, 1983, 132 pages.

Alberta Education, Education North Evaluation (1978-1982) and Alternative Program Source Book: Summary, Alberta Education, January, 1983, 40 pages.

Distribution

Copies of all three reports were distributed to the libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Alberta, to the ERIC Document Service and Micromedia. In addition, the summary report was distributed to all Alberta superintendents of schools and school board chairmen.

EDUCATIONAL SOFTWARE: A CANADIAN PLAN FOR INFORMATION SHARING

Purpose

The purpose of the study was to prepare a coherent basis for a subsequent development of an educational software database and delivery system.

Design

The nature of available information about educational software was examined with reference to quality, quantity, availability, and appropriateness.

Requirements (as expressed by educators at all levels across Canada) of a variety of users--teachers, students, librarians, resource personnel, and administrators--were considered.

Findings and Conclusions

The consensus was that current information capabilities--software catalogues, vendor publicity materials, and educational resource centers--do not satisfactorily meet the user needs.

Field discussions were most often concerned with two notions:

(1) the desirable elements or fields of a standard description, and

(2) the method of information gathering and dissemination.

Most people interviewed agreed that a centralized system of one sort or another would be the most effective, but questioned the possiblity of a coordinated national effort, given the structure and history of educational responsibility in Canada.

Additionally, some individuals questioned the blanket applicability of a centralized system, given regional requirements, geographic inhibitors to full participation in such a system, and fears of unequal treatment of the "poorer" and less vocal provinces.

Literature on educational software organization is minimal, but literature on the treatment of non-print materials is abundant. Most of this literature underlines the importance of standardization and cooperation in all of data collection, format, and distribution. Both Great Britain and the United States have established major clearinghouses for reliable information about non-print educational resources.

Current computer technology enables networking by resource and information specialists. Networking implies a cooperation by people, groups, or sections in sharing effort and cost, while maintaining control over matters of individual concern. Networking is a compromise between the bureaucratic problems created by a central agency's attempting to perform all functions for all groups, and the expense of numerous organizations duplicating the same tasks on the same materials.

The report lists twelve steps which would facilitate the establishment of an information sharing network.

Recommendations

The system outlined would involve cooperative collection and organization of information, and would be under the direction of a coordinating agency with two responsibilities:

(1) representation of all user needs, and

(2) maintenance of the quality and integrity of the standard descriptions which will form the database.

It is more than likely that these responsibilities will run counter to one another from time to time. However, a coordinating agency which is intimately involved in the generation of descriptions and the various needs of all users is the best vehicle to resolve conflicts of interest.

The major advantages of a coordinated information sharing effort accrue during the gathering and organizing of the information. The information can be easily disseminated by individual provinces or regions once they have the original, standardized data. This individuality would allow network participants to distribute information in the form which best accommodates their own educational resource requirements.

Specific recommendations which would accomplish the above are listed in the report.

Bibliographic Information

JEM Research, Computer Cataloguing and Indexing Survey: Summary, Alberta Education, July, 1982, 8 pages.

JEM Research, Educational Software, A Canadian Plan for Information Sharing, 3 Volumes, June, 1982, 425 pages.

Distribution

Copies of the summary report were sent to all Alberta schools, Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Western Canada, to the ERIC Document Service and Micromedia.

ENERGY CONSERVATION: FIELD PROJECTS

Purposes

The objectives of this study were to:

(1) Test the generalizability of the energy conservation measures outlined in Guidelines for Conserving Energy in Alberta Schools and augment these guidelines as required.

(2) Develop standards of energy consumption for Alberta schools by school type and size, and on the basis of climate.

(3) Provide lighthouse projects which are readily accessible by personnel from surrounding jurisdictions.

Design

Clusters of nine, ten and eleven schools in the various zones of the Province were involved in the energy conservation field projects. Five energy consultants were retained to deduce deficiencies in school buildings and to develop corrective measures so as to minimize energy consumption and thus reduce costs. A management component and a student involvement program were also introduced.

Findings and Conclusions

Most of the money for the project was spent on making existing schools more energy efficient. Most of the energy consultants rated the technical service delivery of their assignment satisfying due to the degree of perceived success. Recipients of the service believed generally that they had acquired good service. The objectives of the project were realistic and they were attained.

Recommendations

The report includes recommendations relating to the following:

(1) Internal organization to coordinate energy conservation in school buildings.

(2) Further research.

(3) Implementation procedures for the future.

Bibliographic Information

Stanley Associates Engineering Ltd., Alberta Education Energy Conservation Project Phase 2: External Evaluation, Alberta Education, November, 1982, 115 pages.

Distribution

Copies of the report were distributed to all Alberta superintendents of schools and school system secretary-treasurers, to the libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia.

ENGLISH AS A SECOND LANGUAGE

Purpose

The purpose of the study was to examine the students, program, staff, resource and communication needs related to the Calgary Board of Education's English as a Second Language program.

Design

The project evaluation took the form of a needs assessment to determine program effectiveness while assessing unmet needs. Data was collected by English as a Second Language (ESL) interview/questionnaire, ESL parent questionnaire, ESL teacher questionnaire, questionnaire for regular classroom teachers of ESL students and principal questionnaire.

A multi-stage cluster sampling method was employed to identify study participants. Responses were submitted to statistical analysis through the use of the Statistical Package for the Social Sciences (SPSS) and to content analysis through the development of categories and the summarizing of responses.

Findings

Instructional, social, emotional and cultural needs of students were identified. ESL student satisfaction was generally high except at the senior high school level.

(1) Problems related to particular instructional models were identified.

(2) There was a need for clarification of teacher preparation time and staffing ratio.

(3) Resource needs were few, and there was general statisfaction with current resources.

(4) Severe communication needs regarding ESL students appeared evident both within the school and between the home and the school.

Recommendations

The report resulted in a list of 37 recommendations.

Bibliographic Information

Gail V. Barrington, English as a Second Language, Alberta Education, December, 1982, 314 pages.

Gail V. Barrington, English as a Second Language - Summary, Alberta Education, December, 1982, 58 pages.

Distribution

Copies of both reports were distributed to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, faculties of education in Canada, provincial legislatures and to the ERIC Document Service and Micromedia. Copies of the summary report were also distributed to all Alberta schools and school superintendents.

EVALUATION OF THE ALBERTA SCHOOL FOR THE DEAF

Purpose

The overall purpose was to evaluate the various aspects of the Alberta School for the Deaf, including governance, possibility of closing the school, mainstreaming, views of the deaf community and early intervention programs.

Design

Information was gathered through questionnaires, interviews, reports by Alberta Education consultants, reports by external specialists and study of documents. The evaluation report was based on all of these sources.

Findings

There is a diversity of opinion regarding the use of American Sign Language, but strong agreement in the value of total communication and the need for parent education. It was concluded that there is need for improvement in administration and for more effort in integrating deaf students into the hearing world. It was also found that the curriculum needed firming up and that achievement standards should be raised.

Recommendations

It was recommended that a system of continuous evaluation be adopted, that improved procedures for communication and coordination among staff be adopted; that achievement norms for deaf students be developed and that changes in administration, instructional procedures and residence living be made.

Bibliograghic Information

S.C.T. Clarke and V.R. Nyberg, Evaluation of the Alberta School for the Deaf, Alberta Education, May, 1983, 260 pages.

S.C.T. Clarke and V.R. Nyberg, Evaluation of the Alberta School for the Deaf - Executive Summary, Alberta Education, May, 1983, 22 pages.

Distribution

Copies of both reports were sent to the libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, Alberta School for the Deaf staff and faculties of education in Canada, to the ERIC Document Service and Micromedia. Copies of the full report were also sent to the Advisory Board and parents of the students at the Alberta School for the Deaf.

FINANCING SCHOOLING IN ALBERTA

Purpose

The appointment of the School Finance Task Force was the second part of a two-stage review of school finance in Alberta. The first part of the review had provided information on historical developments in Alberta school financing, trends and patterns in school board revenues and expenditures, staffing, pupil enrolments, and curricular programs; and new analytic tools and techniques which could be used in reviewing contemporary school finance issues.

In this stage, the Task Force presents its conclusions and recommendations regarding an Alberta school finance plan after careful consideration of research findings and lengthy discussion of major school finance issues.

Design

In reviewing the current school finance plan for Alberta, the Task Force addressed the following philosophical and practical concerns:

(1) equal opportunities for schooling;
(2) financial equity;
(3) educational programs and school finance;
(4) leadership;
(5) diversity of revenue;
(6) local control;
(7) adequacy of funding; and
(8) reducing the complexity of the funding program.

Recommendations

Generally, the report endorsed the current structure for financing Alberta's schools. It suggested some improvements to the current plan through increased funding from the province.

The Task Force recommendations include:

(1) The provincial share of total schooling costs should be targeted towards providing an average of approximately 85% of the total expenditures of all school boards in the province, leaving an average of approximately 15% to be raised by local supplementary requisitions.

(2) Provincial authorities should pursue the objective of equitable distribution of tax assessment. Future revisions to legislation governing the distribution of property taxes should support equal distribution throughout the public and separate school systems.

(3) The per pupil weights in the School Foundation Program Fund grants, Part A, should be set at 1.0 for elementary students (Grades 1 to 6) and 1.1 for junior and senior high students (Grades 7 to 12).

(4) The general principles of the current transportation grants formula should continue to be supported, with the following modifications:

a) The establishment of a provincial support level of 85%, and

b) Maintenance of this support level through increased funding and efficiency measures.

(5) Other recommendations relate to: special education funding, industrial and business education funding, funding for small schools and small jurisdictions and declining enrolment grants. The Task Force also made specific recommendations for simplifying grants and for further study of issues such as population density, language immersion programs and early childhood support.

Bibliographic Information

Minister's Task Force on School Finance, Financing Schooling in Alberta: Report of the Minister's Task Force on School Finance, Alberta Education, December, 1982, 40 pages.

Minister's Task Force on School Finance, Financing Schooling in Alberta: Summary Report of the Minister's Task Force on School Finance, Alberta Education, December, 1982, 16 pages.

Distribution

Copies of the full report were distributed to all Alberta superintendents of schools, school board chairmen and secretary-treasurers, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, faculties of education in Canada, the ERIC Document Service and Micromedia. Copies of both reports were also distributed to Alberta newspapers, television and radio stations, MLA's, and city libraries. Additional copies were sent to the Alberta School Trustees' Association and the Alberta Catholic School Trustees' Association.

FORECAST OF ALBERTA SCHOOL ENROLMENTS

Purpose

The purpose of this report was to provide enrolment forecasts at regional and provincial levels from 1982 to 1990, given expected trends in population growth, so as to facilitate funding plans for various policy alternatives and as part of a program to provide enrolment information at regional and school jurisdiction levels.

Design

A modification of a participation ratio method was used wherein a participation ratio was applied to population estimates to arrive at an enrolment estimate. School population was divided into four categories: (1) ECS (2½ to 5½ years of age); (2) 5½ to 6½ years of age; (3) 7 to 14 years of age; and (4) 15 years of age and up. Participants' ratios were derived at each category level by applying factors contributing to the ratio, such as board policies and economic growth, in a regression equation.

Findings and Conclusions

(1) The enrolment growth trends in the Early Childhood Services and Elementary levels as observed during the 1977 to 1981 period are expected to continue.

(2) The average annual growth rate for Elementary enrolments is expected to be 4.7 percent as compared to 1.0 percent from 1977 to 1981.

(3) The declines observed in Junior High enrolments during the 1977 to 1981 period is expected to reverse.

(4) The cyclical patterns of Senior High enrolments is expected to continue until 1984, with a small, but steady growth rate expected from that point to 1990.

(5) Total enrolments are expected to show steady growth at an annual average rate of 3.2 percent from 1982 to 1990 as compared to minus .01 percent from 1977 to 1981.

(6) The predicted enrolment forecasts by region shows that the highest annual growth rate will be Zone 5 (Calgary), followed in order by Zone 4 (Red Deer), Zone 2(Edmonton - North), Zone 1 (Northern Alberta), Zone 3 (Edmonton - South), and Zone 6 (Southern Alberta).

Biliographic Information

Planning and Research Branch, Alberta Education, Forecast of Alberta School Enrolments Working Paper, Alberta Education, May, 1982, 21 pages.

Distribution

Copies of the report were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Alberta.

IMPLEMENTING COMPUTER TECHNOLOGY IN SCHOOL SYSTEMS

Purposes

The two major purposes of the study were:

(1) To develop a range of alternative plans for the introduction of computer technology into the schools of the County of Grande Prairie.

(2) To develop a general model for the development of computer technology implementation strategies which would be applicable to any small school system.

Design

The researchers identified data sources and developed two survey questionnaires. The survey of Alberta school superintendents was intended to collect data on how school systems in the province of Alberta were coping with implementing computer technology in the schools. The survey of the County staff was intended to determine the level of expertise in the use of computers among staff members and their level of willingness to become involved with the use of computers in the school.

Findings

(1) The extent of computer technology implementation in the province is rather limited.

(2) The Apple format microcomputers have become a standard for use in Alberta schools with some use of Commodore computers. Other formats are not present in significant numbers.

(3) Implementation of computer technology in schools has proceeded to a greater extent at the senior high school level than at the elementary and junior high school levels.

(4) The major thrust is the development of computer literacy.

(5) Thirty percent of the superintendent respondents indicated that computers had not yet been introduced to schools in their system.

(6) The level of professional training of staff in the area of computer technology in the County is low although interest and willingness to develop personal expertise is high.

(7) An inservice program for teachers which is synchronized with the implementation of system hardware and software is important.

Recommendations

Two classes of recommendations were made. One set of recommendations are of general interest to many school systems, while the second set applies specifically to the particular County.

Bibliographic Information

Richard Gilchrist and Hugh A. Sanders, Implementing Computer Technology in School Systems, Alberta Education, June, 1983, 140 pages.

Distribution

Copies of the report were distributed to all Alberta School Board chairmen, secretary-treasurers and superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Alberta, to the ERIC Document Service and Micromedia.

LEVELS OF SATISFACTION WITH SMALL CATHOLIC SCHOOLS

Purpose

The purpose of this study was to determine the level of satisfaction of parents, teachers, students, school board members, clergy and religious education coordinators with various aspects of the operation of all small Catholic schools in Alberta.

Design

Questionnaires were distributed to all parents, teachers, school board members, clergy and religious education coordinators, and to all students in selected grades involved with the schools.

Findings

A very high level of satisfaction appears to exist with the general operation of the schools. Areas where improvements could be brought about tend to be in additional programs and facilities.

Recommendations

The report recommended that:

(1) The administrators of small Catholic schools give priority to alleviating the deficiencies in the counselling services in these schools;

(2) Consideration be given to ways whereby students can be provided with a broader range of subjects to meet their varied abilities and interests;

(3) Second languages, industrial arts and home economics be given a higher priority than at present;

(4) The staff and administrators in the small Catholic schools consider means of involving the parents, to a greater extent, in decisions regarding the school program;

(5) Consideration be given to improving the working relationships between school, parish and community;

(6) The appropriateness and the effectiveness of the high school religion programs be assessed;

(7) The question of the role of the church in today's world be more clearly described for students;

(8) Consideration be given to improving the library facilities in the small Catholic schools;

(9) The funding available for the operation of small Catholic schools be re-assessed.

(10) The appearance and safety of the buildings and playgrounds be improved;

(11) A systematic method of improving the quality and the amount of equipment in the schools be adopted;

(12) The quality of lighting, heating and ventilation in the schools be improved;

(13) School boards place more emphasis on the quality of the facilities and equipment.

Bibliographic Information

Frank Peters and E. J. Ingram, Levels of Satisfaction with Small Catholic Schools, Alberta Education, October, 1982, 117 pages.

Frank Peters and E. J. Ingram, Levels of Satisfaction with Small Catholic Schools - Summary, Alberta Education, October, 1982, 4 pages.

Distribution

Copies of the reports were distributed to all Alberta superintendents of schools, Catholic schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, faculties of education in Canada, to the ERIC Document Service and Micromedia. Multiple copies of the summary were sent to the superintendents and school principals who took part in the survey.

MOBILE LABORATORIES: INDUSTRIAL ARTS AND HOME ECONOMICS

Purpose

The purpose of this study was to determine the feasibility of using mobile industrial education and home economics laboratories to provide on site industrial facilities for junior high schools which do not have sufficient populations to warrant the construction of more permanent laboratories. The specific purposes of the study were:

(1) to identify modules of instructions within the present junior high school industrial education and home economics programs which could be offered through the use of mobile laboratories;

(2) to describe the range of physical resources required to support each module of instruction;

(3) to identify the different curriculum modules that could be included in each mobile laboratory;

(4) to detail staffing requirements;

(5) to develop prototype schedules which indicate how the laboratories might be shared;

(6) to develop laboratory specifications for each mobile unit.

Design

The investigations were restricted to the following:

(1) assessing the mobile laboratories presently in use in other jurisdictions;

(2) investigating the manufacturing possibilities;

(3) consultation with the present users and manufacturers of mobile laboratories; and

(4) a review of the relevant literature.

Findings

The report includes illustrations of possible mobile laboratories, lists of equipment and materials for each type of mobile laboratory, staffing requirements to meet the specific situation described, prototype schedules, laboratory specifications and economic factors related to the use of mobile laboratories.

Conclusions and Recommendations

The report concludes that mobile laboratories have the potential to facilitate the delivery of education in rural areas of Alberta. The possibilities extend beyond industrial education and home economics into other areas where manipulative hardware is an integral part of the course.

Bibliographic Information

M. W. Tkachuk, Mobile Laboratories: Industrial Arts and Home Economics, Alberta Education, July, 1982, 41 pages.

Distribution

Copies of the report were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, faculties of education in Western Canada, to the ERIC Document Service and Micromedia.

PARENT EDUCATION PROGRAMS AND SUPPORT SERVICES IN EDMONTON

Purpose

The purpose of this study was to examine what additional parent education programs or support services were required in Edmonton and who should be responsible for their provision and funding.

Design

The types of parent education services were determined by reviewing the literature, examining existing services and analyzing the opinions of 38 parent education agencies, interviewing 78 professionals working with families and 433 parents. The parent questionnaire was distributed through Early Childhood Services coordinators, day care centres, parent groups, social services agencies and health clinics.

Findings and Recommendations

Based on the findings of the study it was recommended that a parent education resource centre be developed to provide support services for parents and parent educators. The report also recommended that additional parent education services be developed for specific groups of parents such as parents of children prone to child abuse or neglect, teenage parents and single parents of teenagers. Means of increasing the accessibility and attractiveness of parent education were also suggested. Recommedations were made on the funding sources for new programs and services.

Bibliographic Information

B. Zubot and P. Faid, Parent Education Programs and Support Services, Alberta Education, Fall, 1982, 232 pages.

B. Zubot and P. Faid, Parent Education Programs and Support Services: Summary, Alberta Education, Fall, 1982, 21 pages.

Distribution

Copies of both reports were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia. In addition, copies of the summary report were distributed to all Alberta schools and Early Childhood Services local advisory committee coordinators.

RECORDKEEPING, BOOKKEEPING, ACCOUNTING SURVEY

Purpose

The purpose of this survey was to provide current and accurate information for the modification of high school recordkeeping, bookkeeping and accounting courses in order to give then a more direct relationship to the actual job activities of entry level bookkeepers and accounting clerks.

Design

The information for this study was descriptive statistics gathered via a survey of employees.

Findings

An overwhelming majority of respondents to a questionnaire said that they do not perform the recordkeeping, bookkeeping or accounting skills taught to them in Alberta high schools in their current jobs.

Recommendations

The accounting curriculum should be revised as should the high school credit weightings.

Bibliographic Information

Douglas Mortimore, Recordkeeping, Bookkeeping, Accounting Survey, Alberta Education, December, 1982, 106 pages.

Distribution

Copies of the report were distributed to all Alberta superintendents of schools, the Business Education Coordinating Committee, to libraries of the Alberta Regional Offices of Education, Alberta universities, to the ERIC Document Service and Micromedia.

SOCIAL STUDIES IN-SERVICE EVALUATION

Purpose

The purpose of this study was to determine the effects of a province-wide in-service project for social studies teachers which had the following objectives:

(1) to ensure a working knowledge of the social studies curriculum on the part of all social studies teachers;

(2) to provide social studies teachers with opportunities to broaden their repertoire of instructional strategies;

(3) to ensure a fair chance for successful implementation of the social studies curriculum;

(4) to provide a means for heightened dialogue about social studies philosophy and methodology;

(5) to test the viability of a peer-based consulting approach to curriculum implementation.

Design

The following data sources were used:

(1) classroom and resource teacher questionnaires and interviews;

(2) observation of workshop;

(3) analysis of log books and other project documents.

Findings and Conclusions

(1) The in-service had a positive effect on the knowledge and attitudes of participating teachers.

(2) The project was carried out successfully, even though there was insufficient lead time, lack of follow-up activities, unavailability of project materials and insufficient time for the project.

(3) The short lead time made it impossible to test alternative strategies for dissemination.

(4) Most social studies teachers had adequate understanding of the social studies curriculum and were able to broaden their instructional strategy repertoire.

(5) The peer-based consultative approach was viable.

Recommendations

(1) Increased lead time should be provided for planning and implementation of in-service projects.

(2) Cooperation between provincial and local agencies should continue to be the basic strategy for in-service projects.

(3) Some type of formal follow-up activities should be part of in-service projects.

Bibliographic Information

D. A. MacKay and M. Doherty, Alberta Education Social Studies In-Service Project: External Evaluation, Alberta Education, September, 1982, 100 pages.

Distribution

Copies of the report were distributed to all Alberta schools, Alberta superintendents of schools, school board chairmen, MLAs, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia.

STUDENT SAFETY EDUCATION PROJECT

Purpose

This study evaluated the effectiveness of a series of teacher-designed safety education units in the County of St. Paul. One unit was designed for each grade from K to 6, to be taught as an integrated part of the current curriculum. Units focussed on both knowledge and attitude change.

Design

After teachers had field-tested the units, students were given knowledge tests relevant to unit content and general safety attitude tests. Test results of four different groups were compared: Design classes (teachers designed the safety units and taught them), Pilot classes (teachers taught the safety units but were not involved in design), Internal control classes (randomly selected from St. Paul schools), and External control classes (randomly selected students from an adjacent county). Additional information concerning the project was gathered through teacher questionnaires, interviews and logs.

Findings

(1) There was a significant difference in knowledge scores in most grades, with pilots generally scoring higher than the control groups.

(2) There were no significant group differences in attitude at most grade levels. Within group variance tended to be very high relative to differences between groups.

(3) A post-hoc analysis of the grade 2 to 6 attitude test revealed that it did distinguish between students designated "safe" and "unsafe" by teachers.

Conclusions and Recommendations

(1) This instructional model appears to hold promise for increasing knowledge and perhaps changing attitudes. However, further research is needed to increase our understanding of the processes involved. For example, questions remain as to whether safety instruction should be taught separately or integrated into other subjects.

(2) It is recommended that units be further revised by specialists in attitude change to make the attitude component of the units more specific and incorporate additional techniques. For example, the literature review indicated that social learning theory and modelling could be effective techniques.

(3) It is recommended that the revised units receive a further field test in a different school system to see if a longer time and/or specific teaching can increase attitude changes.

(4) The safety attitude test developed for use in this study appears to be a viable instrument. Further analysis and revision of the test is recommended, particularly since there appears to be a strong need for a test of safety attitudes in related types of research. For instance, a factor analysis could help to validate the scales, and the underlying structure on which they are based. Also, student scores need to be compared to accident rates to assess their relationship to actual behavior.

Bibliographic Information

Wendy Gould and Kerrie Pain, Student Safety Education Project, Alberta Education, December, 1982, 264 pages.

Wendy Gould and Kerrie Pain, Student Safety Education Project - Summary, Alberta Education, December, 1982, 4 pages.

Distribution

Copies of the reports were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education, faculties of education in Alberta, Early Childhood Services Operators, Alberta Safety Council, Occupational Health and Safety Division, the ERIC Document Service and Micomedia. Copies of the summary report were also distributed to all elementary schools in Alberta.

TELIDON DISTANCE EDUCATION FIELD TRIAL

Purpose

The purpose of this project was to assess the effectiveness of Telidon as an alternative delivery system to traditional correspondence distance education. In particular, the project examined: a) the relative educational effectiveness of Telidon, traditional correspondence, traditional in-school modes of education, b) the computer assisted learning capabilities of Telidon, c) the ability of the Telidon Videotex System to provide and maintain data on student use, d) the amount of training required to use the Telidon Information Provider System by program developers, e) the amount of training required to use Telidon terminals, and f) the costs of developing and delivering Telidon programs.

Design

The relative educational effectiveness of the Alberta Correspondence School Mechanics 12 Telidon course was assessed by setting up a quasi-experimental design consisting of the Telidon group, three traditional correspondence groups and a traditional in-school instruction group. The groups were found to be equivalent at the beginning of the course on both a mechanical knowledge pretest and a mechanical reasoning aptitude test. A posttest was administered to students in each group at the end of the course to assess the amount of mechanical knowledge acquired. Methodologies used to answer the other questions included interviews, document research and the convening of a panel of experts in computer based learning.

Findings

(1) The Telidon group achieved scores on the posttest which were equivalent to those of the traditional correspondence groups and the in-school comparison group. Accordingly, it was concluded that the instruction utilizing Telidon was as effective as traditional correspondence instruction and conventional in-school instruction.

(2) There was a significantly higher completion rate for the Telidon group than for the other correspondence groups combined.

(3) On the **Attitudes Towards School Subjects Scales**, the Telidon group rated the course higher on the "evaluation" scale, but there was no difference on ratings of "difficulty" or "usefulness".

(4) The Alberta correspondence School Mechanics 12 Telidon course was a very primitive form of computer based learning.

(5) Students and staff were very supportive of the use of Telidon and computer based learning in distance education.

(6) The Telidon graphics protocol could be an effective communications standard for the delivery of computer based learning, but the Telidon Videotex System was inappropriate for computer based learning.

(7) The costs of developing and delivering the Telidon materials were reported.

Recommendations

(1) Alberta Correspondence School should continue the development of computer based learning materials.

a) Alberta Correspondence School should staff an instructional design and authoring group.

b) The first priority should be the development of computer managed learning materials.

c) The second priority should be the development of computer assisted learning materials.

(2) Alberta Correspondence School should examine existing and emerging systems capable of delivering computer based learning services, delineate the features and costs of each, and choose a system based on the analysis.

(3) Alberta Correspondence School should develop more computer based learning courses.

(4) The shop experience section of the Alberta Correspondence School Mechanics 12 course should be continued.

The shop experience should be integrated with the theoretical experience.

(5) An electronic message system should be provided.

(6) Audio delivery should be provided for some courses.

(7) The Telidon graphics protocol should be used in the delivery of computer based distance education.

(8) Alberta Education should make Telidon interface for the Apple II microcomputer available to schools.

(9) Alberta Education should make Telidon decoders available to schools.

Materials should be developed which support both the Telidon keypad and the full keyboard.

(10) The Telidon Videotex System should be replaced with a true computer based learning system.

(11) Materials should be able to be developed on the same system on which they will be delivered.

(12) A full author support system and performance recording analysis system must be provided.

(13) Establish an Alberta Digital Communications Network.

Expand this proposed Alberta Digital Communications Network to allow both digital and analog signals.

(14) Locate terminals within Extended Flat Rate Charging distance from each other.

(15) Remote educational users should receive subsidized telecommunications rates.

(16) Purchase, rather than lease, Telidon Terminals and some communications equipment

Bibliographic Information

T. Craig Montgomerie, Telidon Distance Education Field Trial, Alberta Education, November, 1982, 184 pages.

T. Craig Montgomerie, Telidon Distance Education Field Trial - Summary Report, Alberta Education, November, 1982, 6 pages.

Distribution

Copies of the reports were distributed to all Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia. Copies of the summary report were distributed to all Alberta schools and school board chairmen.

TWO YEARS ON THE BLOCK PLAN - MEETING THE NEEDS OF JUNIOR HIGH SCHOOL STUDENTS

Purpose

This report deals mainly with the second year of the Block Plan in grade seven in a large junior high school in Alberta. The first year of the study reported in The Block Plan (Alberta Education, October, 1981) involved conceptualizing, developing and implementing the Block Plan. In addition to the above mentioned report two other documents from the first year, The Block Plan Grade Seven Instructional Manual and The Differentiated Support Option Handbook, give, in detail, instructional programs that were developed in the study.

Design

The data presented in this report, Two Years on the Block Plan, focus on the effect of the Block Plan on student attitude, student achievement, and parent and teacher reaction. The most interesting aspect of the second year data is its similarity to that of the first year. The similarity of the data, especially with regard to student outcomes, over the two years increases the reliability of the findings. The only difference between the treatment in the first and second years of the study was that the teachers received much more support in terms of in-service, preparatory periods, and curriculum development in the first than they did in the second year.

The Block Plan utilized the concept of a pair of teachers being assigned to two classes for the homeroom period plus the four academic core subjects. The typical pair was language arts-social studies and mathematics-science. The main features of the Block Plan include many aspects such as flexible scheduling, joint planning by teachers, special attention to the teachers' role in student counseling and reading, use of community resources, integrating subject areas, and the use of an option as a "support course." The support course is essential to the Block Plan in that it allows the use of heterogeneous grouping for all classes in the grade. Implemented only at the grade seven level, the Block Plan was designed to overcome problems that students encounter in making the transition from an elementary school to a larger junior high school.

Findings

In both years, students in the Block Plan showed better attitudes to school and their class than the control group. While this attitude change was

indicated by the total population, the bottom 35% of students seem to be affected the most. Especially in the second year, the improved attitude seems to stem from an improved relationship with the teachers. The total group, in both treatment years, showed higher gains in all achievement areas than the control group; while average and better students in the treatment group did less well than the control group in language arts. Some factor unique to this particular version of the Block Plan may account for this.

Teacher satisfaction with the Block Plan was very high. Parents' reaction was also positive.

Conclusions and Recommendations

The conclusion of two years of study of the Block Plan is that if the Block Plan were modified to give more help to the average and better students in language arts, it would be much superior to the departmentalized instructional organization. The conclusions suggest that the implementation of the Block Plan requries special attention to the areas of teachers working cooperatively together and the matter of teachers being adequately prepared to teach in two subject areas. Although the study was conducted in one particular community, it has significance for any large junior high school. Many of its features could be adapted to smaller schools as well.

Bibliographic Information

Sol E. Sigurdson, Two Years on the Block Plan: Meeting the Needs of Junior High School Students, Alberta Education, October, 1982, 43 pages.

Distribution

Copies of the report were distributed to all Alberta junior high schools, Alberta superintendents of schools, to libraries of the Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Regional Offices of Education and faculties of education in Canada, to the ERIC Document Service and Micromedia.

WAYS OF USING EXCESS SCHOOL SPACE

Purpose

The purpose of the study was to examine the extent of the problem of excess school space within the Edmonton Separate school system and to suggest solutions.

Design

The study consisted of three stages and included the following elements:

Stage One:

(1) Reviewed the experience of other jurisdictions in the management of school space.

(2) Analyzed the population and enrolment trends in the Edmonton area.

(3) Identified the potential magnitude of the problem posed by excess school space within the Edmonton Separate School system.

(4) Identified the requirements of potential users throughout the community.

(5) Identified some constraints - physical, legal, and economic - to conversions of school space to other uses.

Stage Two:

(1) Outlined a planning process which might effectively be employed by the Edmonton Separate School Board.

Stage Three:

(1) Recommended in part one, changes to provincial regulations and legislation and municipal land use policy to facilitate the use of excess school space.

(2) Presented, in part two, an information package for school districts including information on the nature of the problem, and a proposed process to develop policies, plans and programs for managing excess school space.

Findings and Conclusions

The report concludes that plans for utilization of excess space should be developed through a "Direction by Design" process permitting maximum citizen participation in both planning and implementation of the plan. The report further describes means of carrying out this process.

Recommendations

A series of recommendations are included in the report. These recommendations are divided into recommendations to school districts, to municipalities and to Alberta Education.

Bibliographic Information

Communitas Inc. and Larrie Taylor Architect Ltd., Ways of Using Excess School Space - Final Report, Alberta Education, January, 1982, 136 pages.

Communitas Inc. and Larrie Taylor Architect Ltd., Ways of Using Excess School Space - Summary Report, Alberta Education, January, 1982, 41 pages.

Distribution

Copies of the summary report were distributed to all school board chairmen, secretary-treasurers and superintendents of schools, to the ERIC Document Service and Micromedia.

POOR

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